

Research on Optimizing the Rhythm of Digital Classroom Teaching of Middle School Fine Arts under the Background of “Double Reduction”

Dongfang Liu

Taishan University, College of Art, Tai'an, Shandong, China 271000

Abstract: The promulgation and implementation of the double reduction policy aims to promote teachers to pay more attention to the optimization of teaching objectives, the appropriate innovation of teaching methods and the enrichment of teaching content in teaching activities by adjusting the teaching direction, so as to provide students with more reliable teaching guidance services, so as to promote students to gain more in teaching activities and help the development of students. In the middle school art teaching, the creation of digital classroom is actually a manifestation of teaching innovation, but in the early stage of innovation, it will inevitably face certain tests. For example, with the support of digital technology, the control of classroom rhythm is particularly critical, which is related to the classroom Teaching efficiency and effectiveness. This paper focuses on “optimizing the rhythm of digital classroom teaching of fine arts in middle school under the background of double reduction”. It is expected that with the help of this study, relevant suggestions will be put forward to provide some teaching reference for the relevant staff.

Keywords: Double minus background; Optimization; Middle school art; Digital classroom; Teaching rhythm

Fund Project:

City Education Science Planning Special Research Topic “” Research on Interactive Optimization of Digital Classroom of Junior High School Art under the Background of “Double Reduction” “(Topic No. TJK202106ZX033)

Art teaching is the key to cultivate students' aesthetic consciousness and aesthetic ability, and the key to realize this teaching significance lies in whether it can effectively control the teaching environment, improve the guidance effect, ensure the art classroom, and become an important position to help the development of students' aesthetic consciousness. Therefore, in teaching practice, it is necessary to pay close attention to the development of art classroom teaching activities. With the support of the double reduction policy, the new curriculum standard (2022 edition) and various advanced educational concepts, it is an important embodiment to maximize the value of art aesthetic education to build a reasonable art classroom, effectively control the rhythm of classroom teaching, and provide students with positive and reliable classroom teaching services. Especially for middle school students, students' thinking consciousness and behavior develop rapidly. Effective aesthetic education has a very important and direct impact on students to establish positive ideology, correct values and develop good learning habits.

1. The Necessity of Optimizing the Rhythm of Digital Classroom Teaching of Middle School Fine Arts under the Background of “Double Reduction”

Compared with other subjects, the degree of freedom of art curriculum is higher, and the rhythm is not mastered properly, which is easy to make the teaching deviate from the theme, and the teaching time is extended indefinitely, which has a negative impact on the teaching progress, teaching efficiency and effect. Especially in the digital classroom environment, students are more likely to be affected by new things and their attention is distracted. Under the background of “double reduction”, optimizing the teaching rhythm of middle school art digital classroom is conducive to improving the teaching efficiency and effect, and promoting the students' autonomous learning ability, and mastering the art knowledge and painting skills.

2. Middle School Art Digital Classroom Teaching Difficulties

At present, in the middle school art digital classroom teaching, the main difficulty is to improve the advanced technology, students are easy to pay more attention to technology, but ignore the main learning content, so that the learning effect is not ideal. At present, due to the influence of the traditional “examination-oriented” thinking, some teachers do not pay enough attention to the teaching of subjects, and do not pay enough attention to the setting of specific teaching procedures and the control of classroom rhythm, which makes the teaching efficiency low and the teaching effect unsatisfactory.

3. Optimization Strategy of Middle School Art Digital Classroom Teaching Rhythm under the Background of “Double Reduction”

Based on the understanding of the above contents, the strategy of mastering and optimizing the rhythm of digital classroom teaching of fine arts in middle school can be analyzed from the following aspects under the background of double reduction.

3.1 Reasonable arrangement of procedures, lay the foundation for rhythm control

Program arrangement is the key to determining the rhythm and tone. In the middle school art digital classroom, in order to better grasp the teaching rhythm, we should analyze how to formulate the problem from the perspective of procedure formulation and optimization, combined with the actual learning situation of students and the characteristics of knowledge in class ^[1].

Specifically, it is necessary to fully control the teaching content of each class from the perspectives of teaching plan, implementation process and students’ cognitive development law, and even make clear which part of the content is suitable for which link. In the process of preparing lessons, master this part of the content skillfully, so as to stimulate and guide students’ emotions according to circumstances, and improve students’ learning experience and emotional experience, encourage students to follow the teacher’s rhythm and complete the learning task of this lesson under the influence of higher learning interest. For example, when teaching the content of “hometown beauty into drawing” in the first volume of grade 9 of shandong education press, the teaching material designs the content of 2 class hours. Teachers can reasonably control the class hours and design the teaching content and process in the class hours according to the students’ art foundation and the specific teaching activity design. For example, design a painting activity with the theme of “hometown landscape”, integrate the knowledge of this unit into the activity process, and plan to use 2 class hours to learn the knowledge of this unit. After the goal is determined, the course content and teaching procedures can be designed more specifically according to the goal. For example, the first class hour procedure is set as two procedures, namely, “independent inquiry painting/guidance (design takes 25 minutes)” and “sharing painting experience (design takes 20 minutes)”, and the second class hour is designed as “comparing teaching material painting skills, evaluation of self-created works (design takes 35 minutes) and” teacher summary (design takes 10 minutes) “two programs. According to the form and nature of each program content, and then grasp the rhythm of each program in the classroom, the relative control effect will be more obvious. It is mainly related to clear goals and more reliable rhythm mastery.

3.2 Pay attention to the creation of situation, lay the foundation of classroom atmosphere

The purpose of creating situations is to better create a classroom atmosphere, which is conducive to emotional guidance for students, and to promote their enthusiasm and initiative to better participate in teaching activities, and to lay the emotional foundation and atmosphere for the control of classroom rhythm Foundation ^[2]. During this period, special emphasis was placed on the creation and control of language situations, with the help of digital technology, to create realistic situations, to drive emotions with language, and to stimulate initiative with emotions.

For example, when teaching the content of the lesson “Nature in the Painter’s Writings-Chinese Landscape Painting with Scenes and Scenes”, students can be guided to evaluate each displayed landscape painting by creating a “painting exhibition” situation, and evaluate and communicate with each other in aspects such as painting brushwork, color matching, situational rendering, etc., by building a platform for students to learn and communicate independently, and give certain problem guidance in different links, so that students can follow the rhythm of the classroom on the basis of atmosphere, learn corresponding knowledge and painting skills, and have a relatively deep impression of “Chinese landscape painting”, laying the foundation for the next class teaching. For example, after showing a painting for 5 minutes, the teacher guides the students to share what they have learned from the painting, and gradually leads to various problems, such as the theme of the painting and the specific means of expression. The discussion in twos and threes seems casual, but it is actually creating a “painting exhibition” situation for students. With the help of the atmosphere of the painting exhibition, it stimulates students’ interest in artistic discussion and guides students to gradually learn Chinese landscape painting in depth. The rhythm is relatively slow, but the artistic atmosphere is strong, which is conducive to mobilizing students’ subjective

initiative and facilitating teachers to control the classroom rhythm^[3].

3.3 Pay attention to students' feedback, pay attention to students' individual rhythm

Students' learning feedback is an important indicator to evaluate the teaching effect. When carrying out art teaching activities, especially under the influence of the application of digital technology, the control of classroom rhythm should be jointly decided by teachers and students. Students' feedback and expression wishes should be fully respected. In the process of students' expression, they should reflect on the rationality of classroom rhythm control and the rationality of teaching design, so as to promote the gradual optimization of teaching design, with students as the main body, respect for the students under the premise of more positive optimization, the final optimization effect is obvious^[4].

For example, when teaching the content of the lesson "Nature in the Painter's Works-Chinese and Foreign Landscape Paintings with Both Form and Color", in the process of explaining "Shape and Color of Chinese and Foreign Landscape Paintings", the representative "shape" and "color" works are displayed respectively, and the students are guided to analyze and understand the "shape" and "color" in the works, so as to express their own unique opinions and create independently through on the spot, to express their thoughts and thoughts, so as to urge students to internalize and externalize the knowledge they have learned. At this time, teachers are advised to treat them with an encouraging attitude, instead of stifling students' creative desire simply on the grounds of "class hours. Of course, we can't just encourage students to create in class. We can guide other students with the same ideas to communicate and create in detail after class, and share them with teachers and classmates in the communication group. We can also protect students' interest in expression, and at the same time, we can return to the focus of classroom teaching in time to guide and guide students in the follow-up.

Conclusion:

To sum up, the ideological maturity of middle school students is gradually improved, and their reaction and acceptance to teaching activities are also higher. However, due to the influence of the law of cognitive development of middle school students, their understanding of things is still insufficient. Teachers need to be further guided to help students improve their cognition and help establish correct values. At this time, the aesthetic education function of art teaching is particularly important. The control of classroom teaching rhythm and the improvement of teaching effect have a very direct and far-reaching impact on the ideological development of middle school students. Teachers also need to pay full attention to the construction of classroom teaching environment, effectively control the rhythm of classroom teaching, improve the effect of classroom teaching in a comfortable way for both teachers and students, and help the development of students' thinking, thinking and behavior.

References:

- [1] Huang Fei. Talking about the Ways to Effectively Control the Teaching Rhythm in Junior High School Art Class [J]. Middle School Curriculum Resources, 2020(5):51-52.
- [2] Feng Yan. Ways to Effectively Control Teaching Rhythm in Junior High School Art Class [J]. Wen Yuan (Primary School Edition), 2020(1):871.
- [3] Gu Xiaoping. Creating Rhythm Classroom and Implementing Effective Teaching-How to Grasp the Rhythm of Art Classroom Teaching in Junior High School [J]. Art Education Research, 2019(2):168-170.
- [4] Zhou Qixian. Talking about the Ways to Effectively Control the Teaching Rhythm in Junior High School Art Class [J]. Literature Youth, 2020(2):0328.
- [5] Research on the Construction Strategy of Middle School Art Classroom Teaching Rhythm under the Background of "Double Reduction" [J]. Education Information Forum, 2022(4):87-89.

About the author:

Dongfang Liu, born in Tai'an in 1987, is a doctor of art and a lecturer in the Art College of Taishan University, College of Art, Tai'an.